

General Education Program Assessment Plan

The General Education Assessment Plan is created and maintained by the General Education Committee to guide and inform assessment practices at all levels to identify, collect, and prepare data for analysis. Findings are discussed and disseminated by the General Education Committee to inform General Education program decision making.

The plan is based on policy implementation:

CWUP 5-100-060 General Education Program Assessment



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General Education Program Assessment

- 4) Assessment Cycle
- Assessment for the general education program will operate on a seven-year cycle.



General Education Program Assessment Timeline

CWU General Education Assessment Timeline by Year

Timeline		Elements					
Phase	Year	First Year Experience	Knowledge Areas			Pathways	Culminating Experience
I Initial: Component Learner Outcomes <i>(student opportunity & achievement)</i>	1	184	K1 Academic Writing II	K2 Community, Culture, and Citizenship	K7 Physical & Natural World	---	---
	2	Academic Writing I	K4 Global Dynamics	K5 Humanities	K6 Individual & Society	---	---
	3	Quantitative Reasoning	K3 Creative Expression	K8 Science & Technology	--	---	Culminating Experience
II (A-C) Repeat: Phase I and Add Pathway Criteria	4 (IIA)	184	K1 Academic Writing II	K2 Community, Culture, and Citizenship	K7 Physical & Natural World	P1-P6 Student Opportunity <i>(the what)</i>	
	5 (IIB)	Academic Writing I	K4 Global Dynamics	K5 Humanities	K6 Individual & Society	P1-P6 Faculty Incorporation <i>(the how)</i>	
	6 (IIC)	Quantitative Reasoning	K3 Creative Expression	K8 Science & Technology	--	P1-P6 Student Degree of Impact <i>(the how much)</i>	Culminating Experience
III Synthesis: Program Learner Outcomes	7	Whole General Education Program Synthesis Program Learner Outcomes (Goals)					



General Education Program Assessment Timeline Year 3

Academic Year 2021-2022

CWU General Education Assessment Timeline by Year

Timeline		Elements					
Phase	Year	First Year Experience	Knowledge Areas			Pathways	Culminating Experience
I Initial: Component Learner Outcomes (<u>student opportunity & achievement</u>)	3	Quantitative Reasoning	K3 Creative Expression	K8 Science & Technology	--	---	Culminating Experience



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General Education Program Assessment

(1) Responsibility for Assessment

Responsibility for assessment of the general education program falls to the GEC and to the faculty teaching courses in the general education program.



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General Education Program Assessment

(2) Collection of Assessment Data

Departments and programs who offer courses for the general education program are responsible for providing the data used to evaluate the courses and program.



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General Education Program Assessment

(3) Levels of Assessment: General education assessment ensures **alignment** with the general education guiding philosophy, goals, knowledge area outcomes, and pathway criteria. The general education program will be assessed at three levels: **program, course and student.**



Gen Ed Assessment Plan

Part 1: Course Level

(Instructor – Class & GEC Re-review)

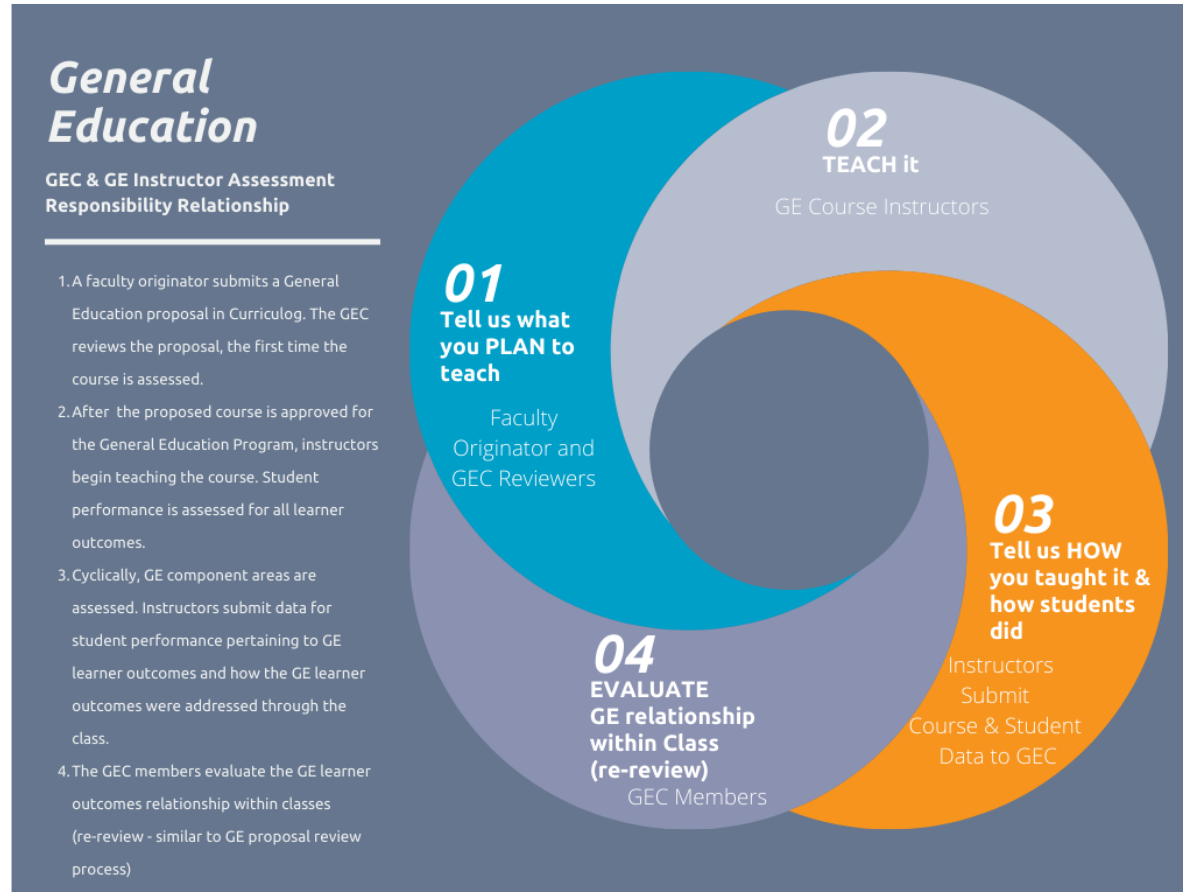
P1.9. Who were the instructors by position title?

P1.10. How were the GE component area learner outcomes aligned with course learner outcomes and activities?

P1.11. How well did the GE component area learner outcomes appear to be addressed in classes?



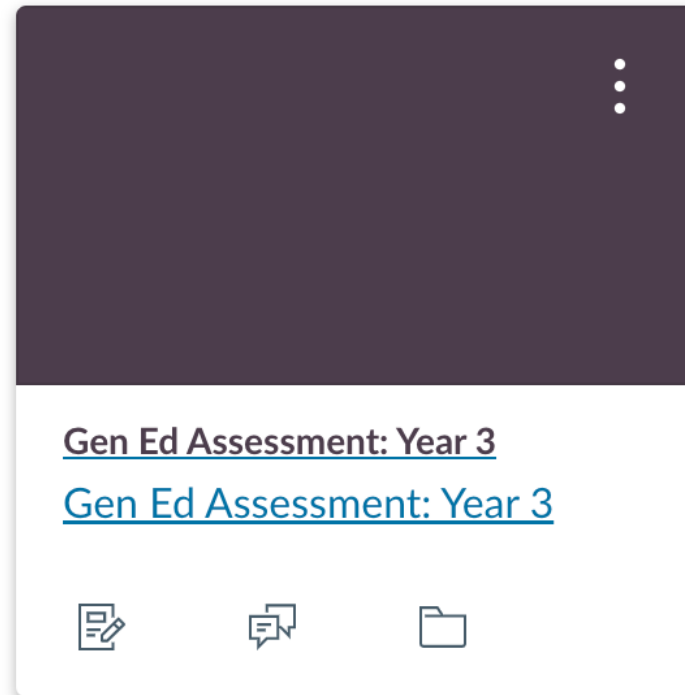
GEC & GE Instructor Assessment Responsibility Relationship



Data Collection

Course Level by Instructor

Canvas “Course” Gen Ed Assessment: Year 3



Data Collection

Course Level by Instructor

Modules by Component Area with Assignments by College

Home Collapse All View Progress + Module

Course Status: Unpublish Published

Import Existing Content
Import from Commons
Choose Home Page
View Course Stream
New Announcement
New Analytics
View Course Notifications

Coming Up [View Calendar](#)
Nothing for the next week

- Announcements
- Assignments
- Discussions
- Grades
- People
- Pages
- Files
- Syllabus
- Outcomes
- Rubrics
- Quizzes
- Modules
- BigBlueButton
- Collaborations
- Chat

GENERAL EDUCATION YEAR-3 ASSESSMENT: First Year Experience - Quantitative Reasoning	
College of Arts and Humanities: FYE - Quantitative Reasoning (QR) 0 pts	✓ +
College of Business: FYE - Quantitative Reasoning (QR) 0 pts	✓ +
College of Education and Professional Studies: FYE - Quantitative Reasoning (QR) 0 pts	✓ +
College of the Sciences: FYE - Quantitative Reasoning (QR) 0 pts	✓ +

GENERAL EDUCATION YEAR-3 ASSESSMENT: Knowledge Area 3 Creative Expression (K3)	
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Data Collection

Course Level by Instructor

Assignments by College with Courses

College of Business: FYE - Quantitative Reasoning (QR) [▲]

Published

Edit



Welcome to General Education Assessment of the QUANTITATIVE REASONING (QR) component area element.

The General Education Committee is responsible for assessing the General Education program at three levels: student, course, and program. One area of course level assessment includes demonstration of how individual instructors of General Education courses align the General Education learner outcomes in their class.

Please complete the following highlighted template areas:

1. Include activities pertaining to General Education learner outcomes.
2. Identify alignment between course learner outcomes and General Education learner outcomes (list provided)
3. Offer recommendations (optional)

Then, upload (in Canvas):

4. This completed form (required)
5. Syllabus (required)
6. Artifacts related to learner outcomes (optional)

Please click on your course(s) below to access your General Education Assessment Instructor Response Form (note the above instructions have been included on the form as well for your convenience):

[BUS 221](#) ↓

[ECON 130](#) ↓ ↻

[FIN 174](#) ↓



Data Collection

Course Level by Instructor

Course Pre-loaded General Education Course as Proposed

General Education Instructor Assessment Feedback Form: FYE Quantitative Reasoning (CB)

Course Information	Prefix & #: BUS 221	Title: Introductory Business Statistics		Credits: 5	
Course Description	Introduction to inferential business statistics. Using probability distributions and information from samples for business decisions.				
General Education Alignment Summary	This course let's students explore the use of statistics in everyday business and personal decision making. The focus is on integrating learning from a variety of business and social science disciplines, cultivating student curiosity by using dataset relevant to their interests (such as purchasing a vehicle or making a real estate investment). Students engage with real world data using MS Excel software, and in their assignments write short reports on the results of their analysis. They learn how various disciplines are connected by seeing how they can use the same statistical methods to evaluate everything from personal finance data to macroeconomics. They are encouraged to find a question of their own interest and collect data on it, analyze it, and create new knowledge that can be useful to their potential employers. Statistical methods used in this course are objective in their nature, but may be abused by an unethical researcher. Thus the students will specifically be taught how to engage in ethical decision-making.				
Course Information	Course Learner Outcomes		Activities	Assessments	GE Learner Outcomes
	CLO.1. Utilize statistical tools in business decisions.			Homework assignments, Excel assignments, quizzes and exams.	QR. 1. Explain and interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, basic statistical measures). QR. 2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, basic statistical measures). QR. 5. Analyze and critique claims involving quantitative information. QR. 6. Perform college-level arithmetical and mathematical calculations.
	CLO.2. Given research question, determine appropriate statistical analysis. Perform appropriate statistical analysis.			Homework assignments, Excel assignments, quizzes and exams.	QR. 1. Explain and interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, basic statistical measures). QR. 2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, basic statistical measures). QR. 3. Make judgments and draw appropriate conclusions based on quantitative analysis. QR. 4. Make and evaluate assumptions in estimation, modeling, and data analysis. QR. 6. Perform college-level arithmetical and mathematical calculations.

Partial form example



Data Collection

Course Level by Instructor

Course General Education Instructor Assessment Feedback Form

General Education Instructor Assessment Feedback Form: FYE Quantitative Reasoning (CB)

Course Information	Prefix & #: BUS 221	Title: Introductory Business Statistics	Credits: 5	AY: 2021-22
Course Description	Introduction to inferential business statistics. Using probability distributions and information from samples for business decisions.			
General Education Alignment Summary	This course let's students explore the use of statistics in everyday business and personal decision making. The focus is on integrating learning from a variety of business and social science disciplines, cultivating student curiosity by using dataset relevant to their interests (such as purchasing a vehicle or making a real estate investment). Students engage with real world data using MS Excel software, and in their assignments write short reports on the results of their analysis. They learn how various disciplines are connected by seeing how they can use the same statistical methods to evaluate everything from personal finance data to macroeconomics. They are encouraged to find a question of their own interest and collect data on it, analyze it, and create new knowledge that can be useful to their potential employers. Statistical methods used in this course are objective in their nature, but may be abused by an unethical researcher. Thus the students will specifically be taught how to engage in ethical decision-making.			
Course Information	Course Learner Outcomes	Assessments	#1 Activities	#2 GE Learner Outcomes (copy/paste entire learner outcome)
	CLO.1. Utilize statistical tools in business decisions.	Homework assignments, Excel assignments, quizzes and exams.		
	CLO.2. Given research question, determine appropriate statistical analysis. Perform appropriate statistical analysis.	Homework assignments, Excel assignments, quizzes and exams.		
	CLO.3. Use statistical software to assist in computing and evaluating data.	Homework assignments, Excel assignments, quizzes and exams.		
	CLO.4. Apply the results of statistical analyses to business problems	Homework assignments, Excel assignments, quizzes and exams.		
#3 Suggested Considerations/ Recommendations	Student Success	This Course	This Component Area	The General Education Program

- QR.1. Explain and interpret information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, basic statistical measures).
 QR.2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, basic statistical measures).
 QR.3. Make judgments and draw appropriate conclusions based on quantitative analysis.
 QR.4. Make and evaluate assumptions in estimation, modeling, and data analysis.
 QR.5. Analyze and critique claims involving quantitative information.
 QR.6. Perform college-level arithmetical and mathematical calculations.



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General Education Program Assessment

(3)(B) Course assessment evaluates the alignment of individual courses [classes] with general education program and knowledge area outcomes and pathway criteria (where applicable). Course assessment may include evaluation of course syllabi, course assignments, a sample of graded assignments, other artifacts as appropriate, and a summary of how the course continues to address outcomes/criteria of its knowledge area and/or pathway(s). **Course[s] accepted to and offered in the general education program shall undergo continuous review to ensure they address learner outcomes.**



Data Analysis & Evaluation Course Level Re-review by GEC

GEC Approved Rubric for all Component Area Elements
 General Education Course Level Assessment (re-review) Rubric

GE Component Area	GE Goals	College/Dept	Class Reviewed	Score/Recommendation
Absent Recommend Follow-up 1	Approaching Recommend Support 2	Advancing Recommend Continuation 3	Accomplished Recommend Continuation 4	Exemplary Recommend Continuation 5
General Education program component area learner outcomes are:	General Education program component area learner outcomes are:	General Education program component area learner outcomes are:	General Education program component area learner outcomes are:	General Education program component area learner outcomes are:
-absent.	-partially present and/or -aligned.	-present and -aligned.	-present, -well aligned, and -integrated with activities.	-present, -well aligned, -integrated with activities, -artifact provided, and/or -program goals addressed.



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General Education Program Assessment

Course Level: Class Sections

(3)(A) Program assessment takes into account course assessment and student assessment, but it also evaluates other areas such as class size, facilities, staffing, and ratios of full- to part-time faculty.



Gen Ed Assessment Plan

Part 1: Course Level

(class level scheduling details)

P1.1. How many class sections were offered in each component area?

P1.2. Where were classes offered by campus location?

P1.3. How were classes offered by modality?

P1.4. What classes were offered through College in the High School?

P1.5. What days/times did the classes meet?

P1.6. How many students were enrolled?

P1.7. How many students did not earn a letter grade?

P1.8. Are enrollment capacity limits being honored?



Gen Ed Assessment Results

Part 1: Course Level

(class level scheduling details)

P1.1. How may class sections were offered in each component area?	Administration	Class sections	Number of classes by GE component area element and college.	Frequency Table and/or Histogram	Database Query	Statistical Analysis	Query initiation/assistance Quarterly
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QR: Quantitative Reasoning	# Of Courses		# Of Classes		Students Served		Capacity		Waitlist	
	F21	W22	F21	W22	F21	W22	F21	W22	F21	W22
CAH	0	0	0	0	0	0	0	0	0	0
CB	3	3	16	11	514	380	571	392	7	16
CEPS	1	1	3	5	66	71	75	85	0	0
COTS	12	11	186	78	2858	1388	5615	2185	8	10
Quarter Totals	16	15	205	94	3438	1839	6261	2662	15	26
Combined Totals	31		299		5277		8923		41	

During Fall 2021 and Winter 2022, 31 Quantitative Reasoning courses were offered with 5,277 students served through 299 classes. A total of 41 students were on a waitlist with enrollment capacity at 8,923 leaving 41 percent availability as offered.



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General Education Program Assessment

Student Level

(C) Student assessment will be based on course and program outcomes. Design of assessment will be determined by the GEC in collaboration with the office of the associate provost. Assessments will be designed to evaluate student achievement. Students will also be surveyed regarding perceived value of general education, perceived opportunities to address program goals, and other variables related to academic retention and success.



Gen Ed Assessment Plan

Part 2: Student Level

P2.12. Did individual students demonstrate attainment of each General Education learner outcome?

P2.13. How many students met or exceeded the criteria for each component area learner outcome?

P2.14. How do GE students perceive their GE experience?

P2.15. What do students think about the GE program?



Data Collection

Student Performance Example

Completed in Canvas by instructors for each class per GE component area element.

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General Education: Culminating Experience (CUEX)					
Criteria	Ratings				Pts
CUEX-1 Communication strategies	3.0 pts Exceeds Expectations: Above average competency in completing the tasks to meet this outcome	2.0 pts Meets Expectations: Average competency in completing the tasks to meet this outcome	1.0 pts Below Expectations: Below average competency in completing the tasks to meet this outcome	0.0 pts No Submission	3.0
CUEX-2 Critical thinking and/or problem-solving	3.0 pts Exceeds Expectations: Above average competency in completing the tasks to meet this outcome	2.0 pts Meets Expectations: Average competency in completing the tasks to meet this outcome	1.0 pts Below Expectations: Below average competency in completing the tasks to meet this outcome	0.0 pts No Submission	3.0
CUEX-3 Reflect, integrate, apply	3.0 pts Exceeds Expectations: Above average	2.0 pts Meets Expectations: Average	1.0 pts Below Expectations: Below average	0.0 pts No	3.0



Gen Ed Assessment Plan

Part 3: Program Level

(Framework)

P3.16. How can GE assessment benefit departments?

P3.17. Where are the General Education program goals being addressed through learner outcomes?

P3.18. How are the General Education program goals being promoted through courses?

P3.19. What does faculty value in the assessment of GE?



Gen Ed Assessment Plan

Part 3: Program Level

(Approaches to Learning & Higher Education Core Competencies)

P3.20. How is the General Education program promoting Liberal Arts?

P3.21. How does the GE program promote liberal education?

P3.22. How is the GE program aligned with AAC&U Value Rubrics?

P3.23. What are the High Impact Practices incorporated by design within the General Education program?

P3.24. How is the intent of High Impact Practices demonstrated?

P3.25. What High Impact Practices are identified in syllabi?

P3.26. Where is Signature Work created within the General Education program?

P3.27. How does GE address core competencies? (NWCCU Standard 1.C.6)



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General Education Program Assessment

Annual Report

(2) Collection of Assessment Data

The general education assessment report for each year will be delivered to the faculty senate as an information item as well as to administrative units (e.g., associate provost's office) responsible for assessment.

